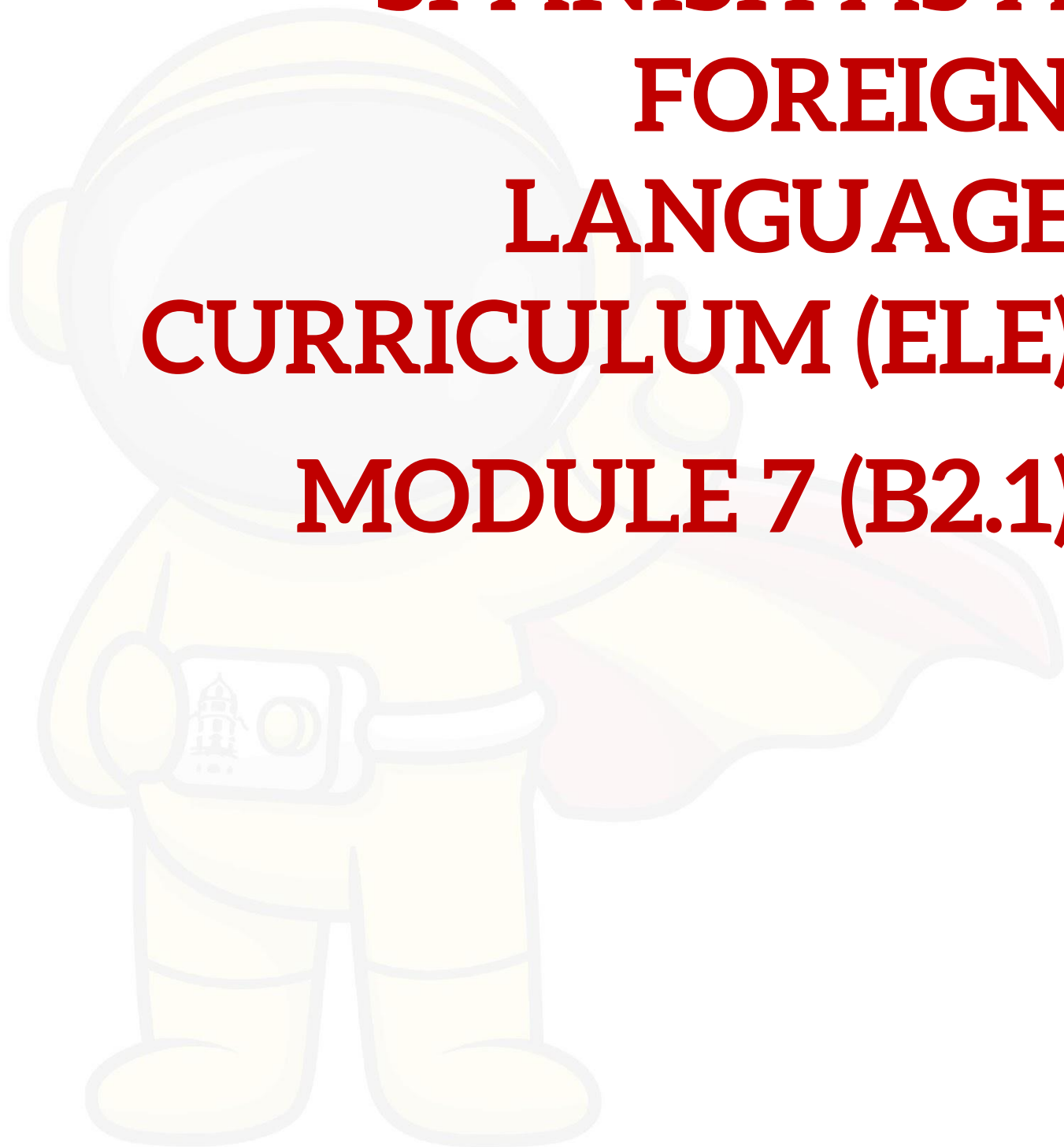




# SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE) MODULE 7 (B2.1)





SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

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## SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

| Our courses according to CEFR |           |
|-------------------------------|-----------|
| CEFR                          | Levels    |
| A1                            | Module 1  |
|                               | Module 2  |
| A2                            | Module 3  |
|                               | Module 4  |
| B1                            | Module 5  |
|                               | Module 6  |
| B2.1                          | Module 7  |
|                               | Module 8  |
| B2.2                          | Module 9  |
|                               | Module 10 |
| C1                            | Module 11 |
|                               | Module 12 |
|                               | Module 13 |

**40 hours.**

### Materials:

- Puerta Real platform.
- Aula Internacional Plus 4 (units 1 to 3).

### General objectives:

- a) The student will be able to have simple conversations in immediate and familiar contexts.



- b) The discourse will be understandable, although pauses to plan the interaction and to select the vocabulary or grammar are normal.
- c) The student will show reasonable control over simple linguistic structures, but there will be some vocabulary or grammar imperfections.

## Assessment of the 4 skills:

|  |                              |                          |     |      |
|--|------------------------------|--------------------------|-----|------|
| Oral expression and interaction (EIO)    | Listening comprehension (CA) | Continuous assessment    | 25% | 100% |
|  |                              | Auditory-oral project    | 25% |      |
| Written expression and interaction (EIE) | Reading comprehension (CL)   | Continuous assessment    | 25% |      |
|  |                              | Writing and reading exam | 25% |      |



## Session 1 (4 hours)

**Specific objective:** describing our interaction with mass media.

- **Communicative resources:**
  - Expressing mass media and social media consumption habits.
  - Making dialogues about the content of the news in different channels.
- **Grammar contents:**
  - Use of the present indicative to show talk about present habits.
  - Descriptive structure: 'se trata de' + noun + 'que' + clause/ '¿de qué se trata?'
- **Vocabulary:**
  - Media vocabulary: 'noticias, podcast, blogs'.
  - Nouns and verbs for headlines: 'el aumento (aumentar), la caída (caer)'.
  - The 6 questions of journalism: 'qué, quién, dónde, cuándo, cómo, por qué'.
- **Intonation and pronunciation**
  - Emphasis when reading news headlines.

## Session 2 (4 hours)

**Specific objective:** expressing memories about emotions and events linked to social media.

- **Communicative resources:**
  - Identifying narrative structures of journalism.
  - Contrasting ways of expressing the past according to the happening or the time lapse.
- **Grammar contents:**
  - Uses and differences between pasts: 'pretérito indefinido, pretérito imperfecto, pretérito perfecto y pretérito pluscuamperfecto'.
  - Referential expressions: 'lo de/ l / la/ los/ las' + noun; 'lo que' + conjugated verb.
- **Vocabulary:**
  - Social media: nouns and verbs.
  - Expressions to continue a conversation: '¿en serio?, ¿de verdad?, ¡qué dices!, que sí, en serio, de verdad'..
- **Intonation and pronunciation**



- Double sound of 'y': construir **y** construyó.

## Session 3 (4 hours)

**Specific objective:** telling historical events with a journalist style.

- **Communicative resources:**
  - Expressing historical events with emphasis in the actions.
  - Conveying the information given by other speakers.
- **Grammar contents:**
  - The passive voice with the verb 'ser' (to be) in the past, present and future: 'ser' + participle.
  - The impersonal conjugation of the third person plural: 'la vieron, lo contactaron'.
- **Vocabulary:**
  - Journalistic information verbs: 'confesar, decir, admitir, recordar, insistir'.
  - Vocabulary related to historical and political events.
- **Intonation and pronunciation**
  - Intonation in diphthongs and linking words because of the vowels: ' fue inaugurado, han sido automatizados'.

## Session 4 (4 hours)

**Specific objective:** giving and evaluating the speakers' opinions .

- **Communicative resources:**
  - Giving opinions about tourism.
  - Summarizing a person's ideas to tell them to another person.
  - Contrasting ideas and offering arguments to be for or against them.
- **Grammar contents:**
  - Opinion structures: 'para mí es' + evaluative adjective;' a mí me gusta...; yo prefiero' + noun/ infinitive.
  - Structures to support or contradict an argument: 'es cierto que' + clause; 'pues yo no creo que' + clause; 'pues a mí no me parece así, pues' + clause.
- **Vocabulary:**
  - verbs to evaluate the speakers' ideas: 'ayudar, contribuir, hacer que, repercutir, contribuir, atribuir'.
  - Expressions to describe touristic activities: 'masificar, fomentar la cultura, activar la economía, mantener las tradiciones, aumentar los precios mejorar/ empeorar la calidad de vida, gentrificar'.



- **Intonation and pronunciation**

- Intonation of open (a, e, o) and closed (i, u) vowels.

**Session 5** (4 hours)

**Specific objective:** reinforcing the listening comprehension and the oral expression and interaction.

**CONVERSATION CLUB:**

Friendship and romance intercultural relationships.

- a) Points of view.
- b) Telling past experiences related to the topic.
- c) Classify the opinions in three groups: for, against, not sure.
- d) Justifying our own opinions and replying to other people's arguments.
- e) Giving a summary of the ideas expressed in class and a conclusion for the topic.

**AUDITORY-ORAL PROJECT (SUGGESTED):**

Individual work:

- a) Listening to a text twice and answering the questions related to the meaning and use of words and expressions in the text.

Work in couples:

- b) Preparing a presentation about the destinations that each couple would like to visit (cultural, food, geographical, historical or artistic reasons).

Group work:

- c) Participating in a dialogue about the presentations that the different couples have made.

**Session 6** (4 hours)

**Specific objective:** organizing ideas in a text to explain an argument.

- **Communicative resources:**

- Writing a coherent argumentative text.
- Expressing agreement or disagreement with the speakers' arguments.

- **Grammar contents:**

- Structures to introduce, amplify, summarize and conclude information: 'en primer lugar, además, en fin, en resumen'.
- More structures to support or debate an argument: 'yo veo/ no veo que + sentence in indicative/ subjunctive; no está/ está claro que + sentence in subjunctive/ indicative; es absurdo/ me parece genial que + sentence in subjunctive'.



- **Vocabulary:**
  - Linkers to organize the discourse.
  - Expressions to imply agreement or disagreement.
- **Intonation and pronunciation**
  - Intonation of the comma in linkers of organisation: 'por un lado,... además,... en resumen'.

## Session 7 (4 hours)

**Specific objective:** discussing different perspectives to negotiate and agreement.

- **Communicative resources:**
  - Asking for and giving an opinion.
  - Expressing our own proposal and supporting or rejecting other people's ones.
- **Grammar contents:**
  - Structures to give opinions and proposals.
  - Conditional linkers with subjunctive: 'a condición de que, siempre que, siempre y cuando, con la condición de que, a no ser que'.
  - Conditional linkers with indicative: 'si, sólo/ únicamente si, incluso si'.
- **Vocabulary:**
  - Expressions to ask for and give an opinion: '¿cómo lo ves? ¿estamos de acuerdo?; bueno, a ver..., pues,..., perdona, una cosa respecto a lo que acabas de decir'.
  - Expressions to make, support or reject a proposal: 'tenemos dos opciones..., yo apoyo vuestra propuesta..., bueno, no me parece; bueno, yo no lo veo bien'.
- **Intonation and pronunciation**
  - Inflexions in the pronunciation for the exchange of turns in a discussion (ask for turn, take the turn, give the floor, change turns).

## Session 8 (4 hours)

**Specific objective:** describing and giving opinions about particular activities which are possible to carry out.

- **Communicative resources:**
  - Talking about costumes and particular traditions.





- Expressing opinions about risky sports.
- Expressing like or dislike with activities.
- **Grammar contents:**
  - Lo que + conditional + es + infinitive.
  - Comparative opinions: para mí, es **más** + evaluative adjective + noun + **que** + noun.
  - Conditionals to express possibility: 'lo haría o no lo haría'.
- **Vocabulary:**
  - Risky sport nouns.
  - Categorical expressions: 'ni aunque me pagaran, de ninguna manera, tengo pánico a..., por supuesto que sí, de mil amores, con (mucho) gusto lo haría.
  - Expressions to describe new activities: 'consiste en..., se considera/ está considerada como..., se practica en/ con..., existe desde..., se popularizó en...'
- **Intonation and pronunciation**
  - Emphasis in categorical expressions: 'por supuesto que **sí**, de **ninguna** manera'.

## Session 9 (4 hours)

**Specific objective:** reacting to new information and proposing imaginary situations.

- **Communicative resources:**
  - Showing lack of knowledge towards new information.
  - Talking about history and traditions.
  - Expressing possibility.
- **Grammar contents:**
  - '(Yo) no sabía que' + imperfect indicative/ past perfect indicative/ impersonal expression 'hay'.
  - Difference between 'estar' and 'haber' in impersonal form to show presence: 'estaban José y Alejandra/ había dos personas'.
  - Distinction between some uses of the present indicative and conditional.
- **Vocabulary:**
  - Vocabulary about archeological sites.
  - More risky sports nouns.
  - Negative expressions with 'tampoco': 'yo tampoco sabía, tampoco conocía, a mí tampoco'.



- **Intonation and pronunciation**
  - Distinction between sounds in the imperfect and conditional (with verbs ending in -er, -ir in their infinitive form): *seguía* - *seguiría*, *quería* - *querría*, *podía* - *podría*, *vivía* - *viviría*

### Session 10 (4 hours)

**Specific objective:** suggesting or giving advice for difficult situations and reacting to hypothetical situations.

- **Communicative resources:**
  - Expressing fears and phobias.
  - Giving advice or suggesting with different levels of emphasis.
  - Describing hypothetical reactions to imaginary situations.
- **Grammar contents:**
  - Structures without conditional to offer advice and suggestions: '¿Has pensado en' + infinitive?', 'te sugiero/ te aconsejo/ te recomiendo que' + present subjunctive, '¿Por qué no' + present subjunctive?
  - Structures with conditional to offer advice and suggestions: 'deberías' + infinitive, 'podrías' + infinitive, 'yo' + conditional, 'yo que tú' + conditional, 'si yo **estuviera** en tu lugar' + conditional.
  - Introduction to conjugation of imperfect subjunctive.
- **Vocabulary:**
  - Nouns and verbs related to phobia: 'sentir ansiedad, entrar en pánico, tener miedo a/ de, pasarlo mal/ fatal'.
  - Fear expressions: 'tener/ perder el/ superar el/ lidiar con el/ vivir con + miedo' (adjective: 'irracional, enorme'.)
  - Verbs to give advice: 'aconsejar, sugerir, recomendar'.
- **Intonation and pronunciation**
  - Grave accent when conjugating the imperfect of subjunctive (except in 'nosotros'): 'tuviera, llevaras, robaran, quisiéramos'.

### WRITING AND READING EXAM.

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